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ABSTRACT

During the 1982-1983 school year, the Illinois State Board of Education conducted an intensive study of the state's education-for-employment program. The study assessed the role of the state and local school districts in meeting the needs of their vocational, employment and training, career, and adult education programs. The board's study concluded that, in general, while the Illinois education-for-employment programs have served the state well for over 60 years, recent changes in society and in the nature of the work force have significantly affected several segments of education and have had special impact on education-for-employment programs. In the course of the study, five major problems were identified. Included among these were the fact that programs are too often driven by student interest rather than by labor market conditions, equipment used in such programs is often outmoded, the teaching staff of job-training programs is frequently in need of retraining, and a single educational entity is often unable to provide the necessary array of programs. The study concludes by recommending state leadership, local and regional initiatives and action to create a comprehensive education-for-employment program in Illinois, development of a new State Board of Education policy statement on education for employment, and development of a plan for the delivery of employment programs and services. (MN)

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A POLICY AND PLAN FOR EDUCATION FOR EMPLOYMENT

Recommendations of the State Superintendent
to the
Illinois State Board of Education

July 1984

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A POLICY AND PLAN FOR
EDUCATION FOR EMPLOYMENT

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I. INTRODUCTION

This report and recommendations resulted from nearly two years of study on the topic of Education for Employment. During the 1982-83 school year, the Illinois State Board of Education engaged in an intensive study of the state's education for employment program. This study examined the role of the state and of local school districts in meeting the needs for widely diverse and complex programs of vocational, employment and training, career, and adult education.

The Board's study determined that, in general, the Illinois education for employment programs served the state well for more than sixty years. However, in recent years, several dramatic changes in our society -- particularly the rapid and continuing changes in technology and the characteristics of the work force, and the need to support the economic stability of individual citizens and the state - have significantly affected several segments of education, and in particular have presented challenges to the education for employment programs.

In the course of the study, five major problems were identified which have impeded the ability of education for employment programs to adequately provide students with the skills necessary for either immediate employment or further education. The problems included the facts that the programs are too often driven by student interest rather than labor market conditions, that they are characterized by the presence of outmoded equipment and a teaching staff in need of retraining, and that a single educational entity is no longer able to provide the necessary array of programs. The study further found that the willingness of the private sector -- business, industry, and labor -- to enter into a meaningful partnership with the schools in educating workers has not been evident in many areas of the state.

The study concluded with a call for state leadership, for local and regional initiatives and for action to create a comprehensive education for employment program in Illinois. Particular emphasis was given to the need to refocus the manner in which education for employment -- especially at the secondary school level -- is planned and delivered.

In September 1983, the State Board approved the initial recommendations resulting from the policy study. Four of the recommendations addressed problems requiring immediate attention: youth unemployment, staff development, facilities and equipment, and business, industry and labor relationships with education. The actions taken to implement these initiatives during the 1983-84 school year will be subsequently described in a quarterly report to the Board's Planning and Policy Committee.

Two of the recommendations were more broadly based and were intended to guide the long-term development of education for employment. These recommendations called for development of a new State Board of Education policy statement on education for employment and development of a plan for delivery of education for employment programs and services. This report describes the activities undertaken in response to these two directives and provides specific recommendations for a revised policy statement and a plan for implementing that policy.

II. PROBLEMS AND DISCUSSION

An important principle of participation holds that people affected by a new policy will be better served if they have cooperated in its design. Therefore, following State Board adoption of the recommended actions, an intensive process of public discussion and planning was undertaken.

During September 1983, a 33 member ad hoc advisory committee, representative of a wide range of individuals from the private sector and professional organizations, was appointed to provide advice and assistance to five staff committees. Meeting on three separate occasions, the advisory committee members reviewed the policy study recommendations from their individual backgrounds or organizational perspectives.

In addition, more than 8,000 copies of a document describing the policy study conclusions (title: Future Directions: Education for Employment) were distributed to various citizen, education, government, business, industry, labor, and professional groups. Subsequently, the study was also described in more than 80 regional meetings held throughout the state. These meetings included opportunities for extensive discussion of the challenges facing education for employment and their implications for the future.

In general, these discussions reinforced the policy study conclusion that a number of systemic problems have caused the education for employment programs to be less than adequate in dealing with broad issues of technological, social and economic change. The discussions also made clear that the changes needed to improve the education for employment programs must build on existing educational structures and the relationships between them.

The following summary analysis of these discussions has been organized in relation to the five problem statements identified in the initial policy study. Due to the nature of the system and the problems identified there is some overlap of topics and concerns among the several discussions.

A. The education for employment system does not adequately address either rapidly changing technology, and the demands it places on teachers to have up-to-date training, or the need for state-of-the-art equipment and facilities to provide training for students.

Discussion

Programs for new teachers must provide the instructional and technical competencies necessary to prepare staff for the classroom. Teacher education institutions must increase their efforts to maintain and extend standards of excellence for teachers who are preparing to enter the classroom. This higher education role in preparing vocational education teachers cannot be neglected if the state is to maintain and improve its education for employment program.

To upgrade the instructional competencies and technical skills of existing staff it will be necessary to coordinate inservice activities with those services offered by the higher education system. This is an immediate priority for 6,000 teachers who will need inservice training to provide high quality education and training experiences for students in secondary and postsecondary programs (grades 11-14). High school and community college systems, in concert with the state's higher education institutions, must cooperate to establish new ways to extend the number and quality of inservice training efforts.

A number of local area high schools have pooled education for employment resources for program improvement to better coordinate the inservice training needs--instructional and technical--of their professional staff. Joint proposal applications reduce the amount of administrative time previously devoted to this effort. Coordinated inservice training activities are more relevant for the teachers and are more economical to conduct.

It will be necessary to individualize the staff development process to build upon the unique strengths of individual teachers. Some teachers--those provisionally certified--will need university course work to improve their instructional competence. Other teachers may need on-line work experience directly related to the occupational area in which they teach, and still others may need inservice training on how to teach and work with older adults. All teachers will need access to and training on state-of-the-art equipment in order to better simulate business and industrial processes in the classroom.

Implementation of a new education for employment program must also address the problem of providing high school and community college students with educational experiences using state-of-the-art equipment. At least two alternatives can be considered.

First, in areas of the state where existing community resources make it possible to share equipment with local employers, cooperative school/employer relationships should be encouraged. Some of these have already been initiated. The cooperative education experiences, serving more than 30,000 students annually in Illinois, provide state-of-the-art environments for student learning. Recent experiences in an experimental program between KineticSystems Corporation and Lockport Township High School further verify the importance of sharing community resources.

Facilities and equipment can be shared by education agencies delivering education for employment programs. At Western Illinois University, an agreement has been reached to use the food service facilities--on a shared time basis--for educating high school students. Similarly, some high schools are sharing community college facilities and equipment, and, in other instances, community colleges are using high school facilities and equipment. It will be necessary to continue the development of special programs to increase business and industry participation in these and other types of cooperative efforts as well.

Second, in areas of the state where existing community resources limit extensive school/employer relationships, equipment reimbursement may be necessary to provide instructional experiences using state-of-the-art

equipment. In these instances, equipment purchases will provide students in the classroom with experiences similar to those which they will encounter in the work place.

B. Planning for education for employment occurs more often on an individual school basis than on the basis of a comprehensive set of service providers in an area of sufficient size to reflect the needs of a diverse labor market.

Discussion

To ensure student access to programs which reflect and respond to labor market conditions, the present system of school-by-school planning and delivery of education for employment programs must be abandoned in favor of one with a larger base and more participants. Illinois must have a statewide system of regional planning/delivery for education for employment. However, identifying how the system should be organized and who should participate presents many challenges.

Illinois is a diverse state experiencing, frequently on a regional basis, the challenging effects of changing technology, reduced birthrate, youth unemployment and other socio-economic conditions that affect education for employment. At the same time, the five systemic problems identified in the education for employment policy study call for improvement directed at all areas of the state. When these challenges and problems are viewed in light of the unique organization that marks Illinois' public education system, the difficulties of attempting to improve arrangements for education for employment become clear.

As one part of this study twenty variables, such as unemployment rates, population density, and language considerations, were analyzed and matched with data assessing the contiguity of the state's counties and the ideal size of an intrastate education for employment program. These data were compared with existing educational units, including the Educational Service Regions and Community College Districts as well as Service Delivery Areas identified by the Governor for the Job Training Partnership Act program. These comparisons formed an index relating population and social, geographic, financial, and economic characteristics to existing regional configurations. As a result of this assessment, it appears that for most of the state's high schools and area vocational centers, the Educational Service Region structure has the most boundaries in common with the state's social and economic characteristics. Thus, Educational Service Regions could serve as the core of a regionalized education for employment program.

Although the Educational Service Region unit appears to be the most appealing model for formulating a regional system, it does not necessarily follow that there should be fifty-seven regional programs. In some areas of the state prevailing conditions suggest that other consortium arrangements, either between or within Educational Service Regions, would be more appropriate. These conditions include accessibility to existing high schools, area vocational centers, community colleges, travel time/distance, existing joint arrangements and/or agreements, and school size (both large and small). Analysis of socio-economic variables

also suggests that in some areas of the state--particularly rural areas--Educational Service Regions may need to be joined together to best accommodate the education for employment needs of youth and adults. Relationships between regions should be encouraged, particularly when high schools in adjoining regions are in close proximity to one another. In other areas--particularly urban areas--local subsytems may be necessary.

Extensive input from high school and community college practitioners emphasized that a regional structure should not attempt to formally combine or merge Illinois' secondary and postsecondary systems for the delivery of education for employment programs. These two systems serve diverse clients and communities. They operate on the basis of unique federal and state statutes, and relate most closely to different state education agencies. The advisory committee for this study concluded that State Board support for a new regional system should build upon natural linkages that currently exist between the high schools, area vocational centers, and community colleges as implementation of a regional system progresses.

C. Rather than addressing either labor market demand or changes in the work force, education for employment programs are supported in traditional patterns and are offered largely as a consequence of assumptions about student interest and teacher and equipment availability.

Discussion

A state policy on education for employment should be based upon retaining and enhancing the complementary roles of the academically and technically based educational programs. A substantial responsibility of the school is to assure readiness for student choice following graduation. Some students will wish to immediately enter employment while others will seek additional education and training. The education for employment system must assure that students are ready--in terms of knowledge as well as skills--for immediate employment or further education.

For each high school student, a common core of skills is necessary to assure that each obtains the general and attitudinal skills necessary to enter the work force or for advanced learning. The core skills will provide the foundation for more specialized education. They include such areas as language arts, mathematics, and science, as well as skills in such areas as human relations, self-directed learning, and the application of knowledge and skills to problem solving. For some students, the goal of immediate employment will be of importance and they will need technical skills to best prepare them for work. For all students the core skills will be essential, whether they are preparing for immediate employment or further education. Clearly, it is both the individual student and the nature and level of the education for employment program that form the basis for student choice.

For each program, it will be necessary to assure that the state's interest in supporting quality programs is maintained. To that end, program approval criteria must emphasize the importance of a) curriculum materials that are employer-validated, b) staff that have obtained and

maintained appropriate instructional and up-to-date technical skills, and c) use of state-of-the-art equipment and facilities whether in an educational or community setting.

Regional planning will be essential to accommodate this broad view of the education for employment program. Socio-economic and demographic patterns vary significantly in Illinois. Mobility patterns of high school graduates vary significantly from one area to the next. It appears in the best interest of the State Board to establish conditions which will support regional program development, based upon priorities developed as a result of assessments of local student, community, and labor market needs.

D. The existing system for planning and delivering education for employment is inadequate in that it permits unnecessary duplication of effort among service providers, does not allow all youth and adults ready access to programs and has not provided for acceptable levels of efficiency in the use of resources.

Discussion

At issue here is what role the State Board should play in supporting the education for employment program and what roles are best carried out by local participants. In the long run, nothing will have been gained if the programs offered to students are not of high quality and offer reasonable employment potential. The state's education for employment program should advance the following three principles.

Quality will be assured if the facilities and equipment available are state-of-the-art, if the teachers are prepared, and if the curriculum is well organized. To that end, the state has a compelling interest in achieving excellence in these areas, assuring at the same time that programs are offered which closely relate to the needs of the state's business and industry.

Access will be assured if students can participate in programs that have been previously unavailable to them. To that end, the state has a compelling interest in supporting regional systems that include alliances with community colleges to cooperatively plan and deliver education for employment programs.

Efficiency will be assured if, by taking advantage of economies of scale, programs within a geographic area have a lower cost per individual agency. The state's compelling interest lies in supporting regional planning and delivery to make the regional systems cost-feasible and cost-effective.

Most of the groups contributing to this study suggested that emphasis be placed on an efficient system for delivery of programs, and on practices that accommodate students' needs--whether they may be planning to look for a job or to enroll in an advanced educational program.

It is necessary to refocus the planning and delivery of education for employment. To this end, a wide variety of alternatives were explored to improve efficiency and effectiveness in the education for employment program.

The basic challenge appears to be composed of two considerations. First, there is growing momentum for change in the education for employment program, particularly at the high school level. Second, it is apparent that problems identified in the policy study cannot be addressed under existing circumstances. If greater cooperation between the educational agencies and the economic world is crucial, as the policy study and subsequent work clearly show, what does this mean for countless rural sites lacking local employers? Will rural agencies, on their own, be able to provide training on state-of-the-art equipment when community sites are not available for cooperative work experiences?

The education for employment program must support substantive relationships between elementary schools, high schools and area vocational centers and between high schools, area vocational centers, and community colleges. In one regional system already in operation articulation among high schools and between those high schools and the local community college has occurred largely as a result of leadership on the part of the Superintendent of the Educational Service Region and the community college president. Some of the high school students participate in vocational programs at the local community college. These students receive instruction that is accepted for credit in more advanced community college courses.

Extended discussions with a number of the state's regional superintendents suggest their willingness to assume a leadership role in coordinating elementary and secondary education for employment programs. In its design, a regional system based on an Educational Service Region structure will need to include--in a direct way--the participation of each district which will ultimately benefit from its programs and services. The regional system should complement the state's community college system, allowing them to work together naturally to share staff, facilities and joint programming.

It is not feasible in urban areas of the state, to serve the large number of students in such areas through one massive regional program. In those Educational Service Regions where school size does not present a barrier to program development, several districts serving large numbers of students may join together to best serve the youth and adults in the area. In one example, three large urban school districts serving more than 25,000 students have entered into a unique partnership with a large metropolitan community college to support delivery of high cost/low incidence programming.

The development of a regional system for education for employment must have a clear sense of direction and purpose. Quality, access, and efficiency, stated different times in different ways by many groups, are the principal features on which the regional program must be built. In one area of the state, a single regional vocational education plan has allowed districts to meet the educational needs of youth and adults within the five county region it serves. In this region, new vocational

programs, traveling instructors, and shared-time facilities have allowed more flexibility in the offerings made available to students. Curriculum offerings, inservice training for instructors, and facility/equipment issues are discussed each month by a regional board, of local area superintendents, which establishes priorities for the allocation of financial resources. This regional system is more efficient to operate for the schools involved in the five counties and, more importantly, provides students with access to a broader range of program choices.

Finally, it should not be assumed that all program duplication is unnecessary. To the contrary, high labor market and student demand, geography, transportation, and costs for participation may be factors which support the need for duplicate program offerings in particular situations. For the most part, and in concert with the local community college, the focus of the regional system should be on programming that has high employment potential; that has the potential for adequate student enrollment; that has reasonable proximity between sites that are maintaining high-cost facilities and equipment; and that has staff able to provide students with up-to-date technical skills. Such a focus will make it possible to differentiate between regional programs and those best offered by the individual high schools or area vocational centers. Student interest and labor market need may, for example, warrant having an office occupations cluster in individual schools.

E. Relationships between schools providing education for employment and the business, labor and industrial sectors are largely restricted to activities involving advisory councils and volunteerism rather than those which exemplify the depth of their shared responsibility for educating workers.

Discussion

Contributions by the private sector to education for employment programs at all levels represent a substantial commitment of time and resources. Literally thousands of hours are contributed by business, industry and labor representatives as they provide advice and assistance to the schools. However, the large number of agencies providing education for employment has limited the state's ability to address private sector requests for better coordination. Partnerships of a formal nature are essential to assure that resources provided by the private sector make the best use of joint staffing, and of facilities and equipment, and that educational agencies are thus able to carry the financial burden required to provide adequate staffing and equipment for new programs.

The development of a regional system which takes advantage of economies of scale will also accommodate the employers' need for a coordinated approach to the sharing of their resources with the elementary, high school, area vocational center, and community college systems in the state. Employers working with regional systems in a general advisory capacity will not face the dilemma of choosing which high schools they can support with their limited resources. For the employer, regional systems that include community college alliances will serve as prime vehicles for coordinating their resources and meeting their training needs.

Experiences with existing public/private sector partnerships suggest the importance of state support to encourage joint participation in the preparation of youth and adults for work. Developing incentives for employers to support and extend these partnerships is essential and will be useful as the schools address the loan of worksites and workers for the training of teachers and students in modern environments.

III. CONCLUSIONS

Based on discussions with the field and information presented in the preceding discussions, the following major conclusions are drawn as a basis for the policy and plan.

1. The state's education for employment program must support the student's need for general and attitudinal skills as well as technical skills. Students who enroll in an education for employment program must not be exempt from the fundamental need for each worker to be able to read, write, and compute. The education for employment program should not curtail a student's ability to benefit from a strong basic curriculum. To the contrary, rather than interfering with the fundamental purposes of education, education for employment should serve to support and complement such a curriculum. Further, those values including the development of student responsibility, initiative, motivation, and self-worth should be considered as important additional outcomes in a program that prepares people for work.

2. To varying degrees, limited resources prevent high schools, area vocational centers and community colleges from unilaterally providing a comprehensive array of programs with trained teachers and state-of-the-art equipment. Existing cooperative high school, area vocational center, and community college alliances represent a genuine spirit of collaboration, and they should continue to draw on the variety and richness of Illinois' education for employment programs and the interactions between them. A regional system that includes consortia of high schools and area vocational centers and alliances with their respective community college(s) will best accommodate the education for employment needs of the state's youth and adults.

3. Recognition of the strengths and deficiencies in the current education for employment delivery system should serve as a catalyst to the achievement of excellence. To do this, it will be necessary to support principles of quality, access and efficiency in order to assure that youth and adults entering the work force or preparing for advanced education have achieved an appropriate level of competence. These principles are not unique to education for employment programs. They represent important challenges for the entire educational enterprise and provide a climate for positive change.

4. An important principle of participation holds that people affected by a new policy will be better served if they have cooperated in its design. This principle should be recognized in attempting to improve the state's education for employment program. It is highly unlikely that one best system can ever be developed to accommodate unique urban and rural needs. The state's interest in this area lies in setting conditions which will establish a reasonable and appropriate mechanism for high-quality program development.

IV. RECOMMENDATIONS

Proposed for consideration and action by the State Board of Education are: a) a new policy statement and b) an administrative plan for education for employment. Taken together, they will guide the long term development of Illinois' education for employment program.

Policy Statement Recommendation

A new State Board policy on Education for Employment, based upon the premises adopted in September 1983, would replace the existing policy (1975; Attachment A) on vocational education. The policy would establish the Board's intent for legislative, administrative and program direction in the allocation of resources and expected results of an Education for Employment delivery system. The following policy statement is recommended for Board consideration and action.

POLICY STATEMENT
on
EDUCATION FOR EMPLOYMENT

The Illinois State Board of Education affirms that an important responsibility of the public schools is to contribute to the preparation of students for their eventual entry into employment. The Board recognizes its own responsibilities under federal and state laws to provide educational policies and regulations, and to administer the resources to be made available for appropriate programs.

Accordingly, the Illinois State Board of Education will support legislation and appropriations, and direct the administrative and program activities within its authority, according to the following precepts.

- Education for Employment programs will share in meeting the fundamental responsibilities of public education to:

  a) assure that all students, whether youth or adult, attain appropriate levels of achievement in areas fundamental to their continuing development; and to
  b) assure that all students attain a satisfactory level of achievement appropriate to either immediate employment or advanced education in preparation for later employment.

- Equal educational opportunities will be assured to all students by providing access to Education for Employment programs and services in a nondiscriminatory and equitable manner.

- Education for Employment programs will be provided to youth and adults through a regionally organized delivery system that makes effective and efficient use of public schools, area centers, postsecondary systems, and the employment sector.

- Education for Employment programs that are supported with state and federal categorical funds will be responsive to the changing nature of the labor market, to technological advances, to the changing characteristics of the work force, and to the academic, technical and attitudinal development of their students.

- Education for Employment programs and services will include a systematic program of curriculum renewal, staff development, and equipment modernization, each developed in conjunction with employers of their geographical area.

ADMINISTRATIVE PLAN FOR EDUCATION FOR EMPLOYMENT

The Administrative Plan for Education for Employment consists of the five major parts presented below. The proposed policy and plan will provide the basis for detailed staff activity in the months and years ahead.

The administrative plan provides the framework for addressing the principles of quality, access and efficiency. Within the regional system the more important elements of the framework are those local level partnerships that offer programs to serve the employment needs of the area's youth and adult population.

Both the public school and community college systems have the commitment, capacity and the capability to offer a wide variety of programs for youth and adults. This plan builds upon the characteristics which secondary and postsecondary institutions have in common--including use of advisory committees, facilities and equipment, and staff, among others--and provides for cooperation, shared resources, and articulated programs.

The following Administrative Plan for Education for Employment is proposed for Board consideration and action.

1. There will be a three-year implementation phase for identifying appropriate regions, developing articulation agreements, and submitting local plans. The sequence of events will be:

   A. One year after approval of this plan public school districts receiving federal and state categorical assistance will become participants in a regional system. In most instances, regional systems will be formed within the context of the Educational Service Regions. Public schools in Cook County will form regional systems within the context of the community college district(s). Public schools throughout Illinois, including Cook County, may elect to join together in consortiums outside of these educational structures if they are demographically aligned into units that can best support a regional program.

   B. Two years after approval of this plan, written articulation agreements will be required for regional systems and community college(s). Agreements will provide for: a) program alignment and continuity in a given occupational area between secondary

and postsecondary educational levels; b) transition of the student from one level to another in occupational areas without unnecessary delay or duplication of effort; c) cooperation in joint use, where possible, of facilities, equipment, and staff; and, d) cooperative efforts in continuous planning, evaluation, and improvement of programs to serve both youth and adults as well as the area's economic development needs.

C. Three years after approval of this plan and each year thereafter, each regional system will submit a Local Plan for Education for Employment that includes components such as: identified program outcomes; staff development needs; related student services; business, industry, and labor involvement in the regional system; program improvement efforts; valid joint agreements and articulation agreements; administrative and program staffing; equipment/facility needs; and other provisions as may be required by federal and/or state statute. Community college participation in programs and services may be included in either the local system plan, or where more appropriate and feasible, through the colleges' on-going system of planning.

2. The State Superintendent of Education will gather and analyze data to prepare annual budget recommendations for the state's share of support of education for employment programs, including the expenditures anticipated in formulating and operating the regional systems.

3. The State Superintendent of Education will take the necessary steps to amend appropriate existing rules to accommodate development of regional systems including consideration of program approval criteria, facility needs, teacher training, and financial support.

4. The State Superintendent will seek a formal agreement with the Illinois Community College Board on issues of mutual concern related to education for employment. The agreement should include articles for the coordination of planning, evaluation, and reporting. State Board of Education staff will collaborate with Illinois Community College Board staff in a thorough analysis of the Area Planning Council structure formed via the new State Adult Education Act in order to clarify relationships between institutions providing adult education and other education for employment programs.

5. The State Superintendent will seek alternatives for support of increased business and industry participation in the state's education for employment program, including continued support for the existing state advisory council as well as local advisory groups. To be included are alternative incentives that would lead to substantial increases in the number of: employers that donate state-of-the-art equipment or provide employee services in support of the education for employment system; employers that provide part-time employment for cooperative education students at the secondary or postsecondary levels; and employers that share facilities for student learning or for teacher training purposes.

Summary Discussion

During the first year after approval of this plan it will be necessary for the State Board to aid local high schools and area vocational centers in the planning and development of a regional program. To draw the conclusion that a regional system is necessary and appropriate is not to minimize problems that will have to be solved to make the initiative comprehensive and viable.

Implementation of a regional system which includes alliances with the state's community college system must be incremental in nature. Experiences with two existing regional secondary systems suggest that a minimum of two calendar years is essential before the secondary consortia can become operational and develop articulated programs with the local community college. In some areas, additional time may be necessary to phase-in new offerings and phase-out existing offerings. It will be necessary to provide financial and technical assistance to accommodate a reasonable and appropriate transition to the regional system.

The regional system should have as its primary focus coordinating the provision of instruction and other experiences that assure student readiness for choice upon graduation from high school. Students must be prepared for entry into the labor force or immediate entry into advanced education and training. In either case, students should have acquired the academic, technical and attitudinal skills necessary to understand and apply their knowledge and skills to everyday situations.

The community colleges' primary focus should be on advanced education and training. The instruction and experiences community colleges provide ensure that the student is prepared to enter, continue, or progress in the labor force in occupations requiring more than basic educational and occupational preparation.

For those adults needing retraining, especially for occupations requiring basic entry level skills, programs should be provided where appropriate curriculum, staff, and facilities and equipment currently exist or where they can be most efficiently and effectively be developed.

The information on the following page provides an illustration comparing the existing program and the program three years hence.

COMPARISON OF THE EXISTING EDUCATION FOR EMPLOYMENT PROGRAM WITH THE PROJECTED PROGRAM THREE YEARS AFTER ADOPTION AND IMPLEMENTATION OF THE PROPOSED POLICY AND ADMINISTRATIVE PLAN

	Existing Program	Projected Program
Quality	The quality of vocational programming varies from one agency to the next. By-and-large, the key ingredients to a quality program include curriculum, staff, facilities/equipment, and student support services. Current evaluation procedures of the State Board emphasize these components and suggest reasonable improvements the districts can make given financial and size constraints.	Quality programs which offer a reasonable probability of employment will be supported as a regional effort in a manner no longer severely constrained by finance and size variables. Achieving excellence in vocational programming will require leadership on the part of the State Board to help districts address their curriculum, staff, facilities/equipment and support service needs.
Access	Depending on the area of the state, secondary school students may or may not have access to selected education for for employment programs. For example, 32 area vocational centers, each offering 15 programs, currently serve approximately 5% of more than 460,000 students that participate in vocational education. Some community colleges and correctional facilities are used to serve high school students, others are not.	It is anticipated that each high school student will have access to a broad range of vocational options brought about by a regional secondary program which includes alliances with the local community college(s). Some new programs will be added; others will no longer be offered based on decisions made as a result of local level planning.
Efficiency	Each local agency receiving federal/state categorical assistance prepares a Local Plan. In 1983-84, 568 high schools, 32 area vocational centers, 39 community college districts, and three state agencies prepared Local Plans autonomous of one another.	Each local secondary agency will participate as a part of a regional program jointly involved in program planning, development, implementation and evaluation. Thus, they will be taking advantage of economies of scale and by sharing resources between and among agencies.

ATTACHMENT A

POLICY ON VOCATIONAL EDUCATION: The Board adopted the following policy on Vocational Education in 1975.

1. The State Board of Education shall administer vocational education programs and funds, state and federal, and work cooperatively to see that local high school districts and community colleges develop and maintain high quality services for the children and adults of Illinois.

2. The Illinois Office of Education shall endeavor to carry on the services and grant programs for vocational education already established and shall, where possible, expand such services and programs.

3. Career education shall be an integral part of the elementary and secondary education programs for all school districts, specific guidelines for its implementation to follow public hearings in the fall of 1975.

4. Apprenticeship programs shall be available on an equal opportunity basis to students regardless of race, sex, or creed, effective September, 1975.

5. The State Board of Education and the Advisory Council on Vocational Education shall confer at least annually to review evaluation and planning activities. (Truitt) 7/10/75.

SELECTED REFERENCES

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Illinois State Board of Education

100 North First Street
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Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

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State Superintendent of Education

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